

CALIFORNIA HIGHER EDUCATION

# REPORT CARD

2018



The Campaign for

College  
Opportunity

## DEAR CALIFORNIANS,

Decades ago, California's leaders envisioned a Master Plan for Higher Education that made college affordable and accessible, opening up limitless opportunities for residents and strengthening our state's economy. It was a shining example of what a bold vision coupled with strategic planning and investment could do to prepare an entire generation to contribute economically and civically to our state. But, that legacy is at serious risk.

Our higher education system has not kept pace with changing workforce demands or the needs of California's racially diverse population. Fewer than half of adults in California have a college credential but **by 2030, 60% will need a college education to meet workforce demand and racial equity gaps will need to be entirely eliminated.** In the next 12 years, California will need to produce 1.65 million more college credentials and we are not on track to get there.

Our **2018 California Higher Education Report Card** is a snapshot of California's performance in college preparation, access, affordability and completion today compared to where we need to be in 2030. The grades reflect progress toward a 60% college attainment goal and progress toward eliminating the racial equity gaps by 2030.

**Across all indicators, California earns merely average grades and is far from preparing the state to meet the demands of students and the workforce.**

In November, Californians will elect a new Governor who will confront and must rise to this challenge. Californians need bold leadership, a clear vision, and decisive action to set forth a plan for reaching the 60% college attainment goal and closing racial equity gaps within the first 100 days of a new Administration.

We are in this together as Californians, and we have an opportunity to come together now to demand the next Governor make higher education an urgent priority. As community members, students, business leaders, and policymakers, we all have a role to play in making sure that every Californian, regardless of race, ethnicity, income, or zip code, has the skills and education they need to be upwardly mobile, participate in the workforce and contribute to civic life.

Our students are counting on us and we need a Governor who will dream with us about our collective future, and roll up his sleeves to make that dream a reality.

**This is our California; let's get to work.**

Sincerely,

A handwritten signature in blue ink that reads "Michele Siqueiros". The signature is fluid and cursive, with the first name "Michele" and last name "Siqueiros" clearly distinguishable.

Michele Siqueiros, President, Campaign for College Opportunity

# SUMMARY OF GRADES

*California*

SUBJECT	GRADE
COLLEGE PREPARATION	<i>B+</i>
COLLEGE ACCESS	<i>D</i>
COLLEGE COMPLETION	<i>C</i>
COLLEGE AFFORDABILITY	<i>C</i>
<b>GRADE POINT AVERAGE</b>	<i>2.07</i>

**A** = EXCELLENT | **B** = GOOD | **C** = AVERAGE

**D** = POOR | **F** = FAIL



# GRADE B+



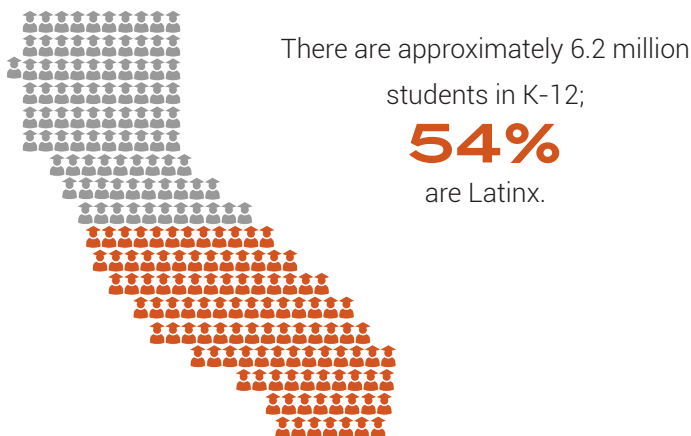
## COLLEGE PREPARATION

The college preparation grade measures whether California's high school graduates are academically prepared to successfully engage in college-level work. It combines high school completion rates for 19-year-olds and completion of the college-ready curriculum, commonly known as the A-G requirements, with a C or better, necessary for admissions into the University of California (UC) and California State University (CSU) systems.

To produce 1.65 million additional adults with college credentials by 2030, California would need **100%** of 19-year-olds to have graduated from high school and completed a college-ready curriculum with a C or better .

California needs to graduate more Latinx high school students who have successfully completed a college-ready curriculum.

Figure 1: Percentage of Latinx students enrolled in K-12 in California, 2016

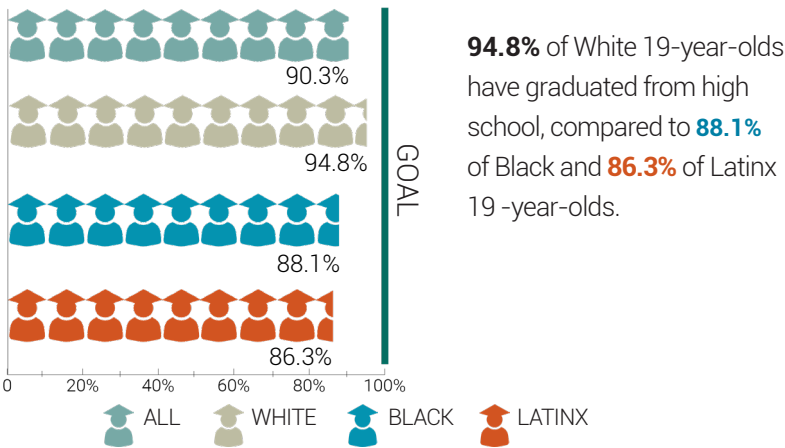






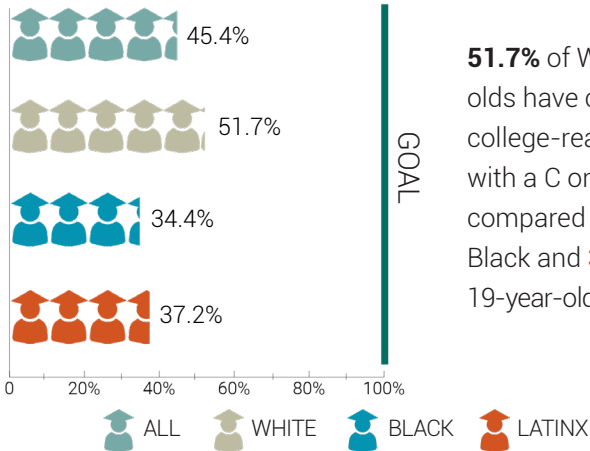
# Are Students Prepared for College?

Figure 2: 19-year-olds who have graduated from high school, 2016



**94.8%** of White 19-year-olds have graduated from high school, compared to **88.1%** of Black and **86.3%** of Latinx 19-year-olds.

Figure 3: 19-year-olds who have completed a college-ready curriculum with a C or better, 2016



**51.7%** of White 19-year-olds have completed a college-ready curriculum with a C or better, compared to **34.4%** of Black and **37.2%** of Latinx 19-year-olds.

GRADE

D

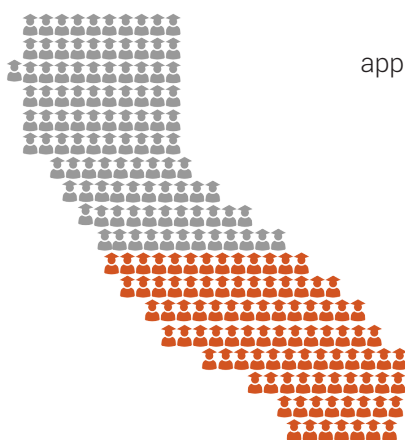
## COLLEGE ACCESS

The college access grade measures the percentage of recent high school graduates as well as adults in the workforce that are enrolling in college.

To produce 1.65 million additional adults with college credentials by 2030, California would need **54.4%** of 18-24 year-olds without a college degree and **10%** of 25-49 year-olds without a college degree to be enrolled in college.

California needs to provide more Latinx students the opportunity to attend college.

Figure 4: Percentage of Latinx adults ages 18-49 in California, 2016



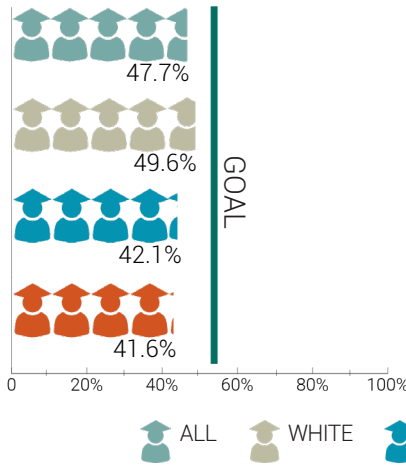
California has  
approximately 17.6 million  
18-49 year-olds;

**42%**  
are Latinx.



# Are Enough Californians Going to College?

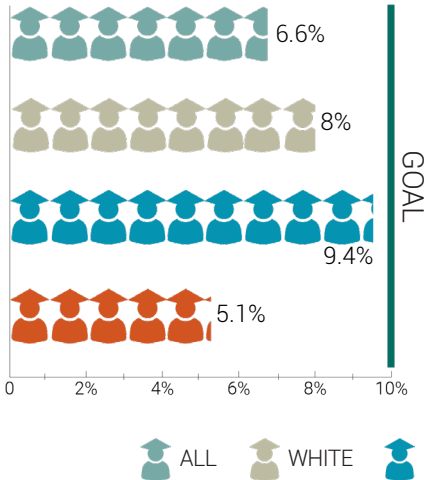
Figure 5: 18-24 year-olds enrolled in college, 2016



GOAL: **54.4%** of 18-24 year-olds enrolled in college.

**49.6%** of White 18-24 year-olds are currently enrolled in college, compared to **42.1%** of Black and **41.6%** Latinx 18-24 year-olds.

Figure 6: 25-49 year-olds enrolled in college, 2016



GOAL: **10%** of 25-49 year-olds without a college degree enrolled in college.

**8%** of White 25-49 year olds who do not have a degree are enrolled in college, compared to **9.4%** of Black and **5.1%** of Latinx 25-49 year-olds.



## COLLEGE COMPLETION

The completion measure reflects the rate at which students who enroll in college successfully complete a program of study. It takes into account the number of degrees and certificates that are awarded yearly, successful transfer rates, degrees and certificates awarded to returning adults, and the college completion rate of students placed in basic skills courses.

In order for **60%** of California adults to have a college credential by 2030, the state needs to produce 1.65 million more credentials than we are on track to produce and must close racial equity gaps in college attainment.

California's colleges and universities must graduate more Latinx students.

Figure 7: Percentage of Latinx college students in California, 2016



California has  
approximately 3.3 million  
college students;

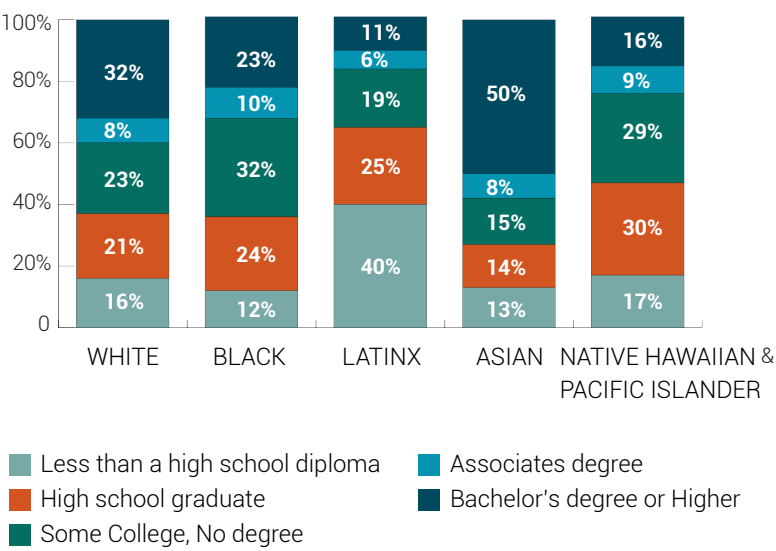
**40%**

are Latinx.



# Are Californians Completing College?

Figure 8: Educational attainment of adults over 25, 2016



GOAL: 1.65 million additional college credentials by 2030 and close racial equity gaps in degree and credential attainment.

In California, **68%** or more of Black, Latinx, Native Hawaiian, and Pacific Islander adults do not have a college degree.



# GRADE C

## COLLEGE AFFORDABILITY

### Is College Affordable for Low and Median-Income Californians?

The college affordability grade measures the annual reduction in the financial aid gap for students in each sector – the Community Colleges, CSU, and UC. The financial aid gap is the cost borne by students after earnings from a reasonable amount of student work, contributions from parents that reflect family disposable income, and grant aid from state and federal governments and institutions are deducted from the cost of attendance.

To produce 1.65 million additional adults with college credentials by 2030, California would need to reduce the gap in financial aid borne by students, after grant aid, a reasonable amount of student work, and family contributions to **\$0** for students attending college.

#### LOW-INCOME FAMILIES

	Actual Gap in Financial Aid 2015-16	Change in Financial Aid Gap Between 2013-14 and 2015-16
CCC	\$ 6,946.33	↑ Increased by 4.4%
CSU	\$ 5,733.19	↑ Increased by 8.1%
UC	\$ 5,004.29	↓ Decreased by 0.1%

**Progress toward affordability**  
**Grade: F**

#### MEDIAN-INCOME FAMILIES

	Actual Gap in Financial Aid 2015-16	Change in Financial Aid Gap Between 2013-14 and 2015-16
CCC	\$ 2,893.01	↓ Decreased by 6.8%
CSU	\$ 3,824.23	↓ Decreased by 4.0%
UC	\$ 2,017.39	↓ Decreased by 17.6%

**Progress toward affordability**  
**Grade : A**







# CALL TO ACTION



# OUR CALIFORNIA

## DREAM WITH US

**The future of California – and our economic standing in the world – will be shaped by how our next Governor prioritizes and addresses deep challenges in higher education.**

We envision a California where all students, regardless of race, ethnicity, income or ZIP code, have the skills and education they need to be upwardly mobile, participate in the workforce and contribute to civic life.

The next Governor of California must make the necessary investments and be committed to implementing bold reforms to California's higher education systems to ensure that all students can succeed and that our state thrives.

### THE NEXT GOVERNOR OF CALIFORNIA MUST:

#### Establish a statewide attainment goal

- Adopt a college attainment goal of 60 percent by 2030
- Close racial equity gaps in college opportunity by 2030

#### Implement a set of policies to achieve the attainment goal and eliminate racial equity gaps

- Expand access
- Fix transfer
- Re-engage adults
- Improve remedial education
- Ensure strong implementation of the community college success formula
- Expand access to financial aid and prioritize aid for low-income families

#### Create a strong data system

#### Establish a central coordinating body in higher education

**CALIFORNIA NEEDS A GOVERNOR WHO WILL  
DREAM WITH US AND FOR US.**

### TAKE ACTION

**[WWW.COLLEGECAMPAIGN.ORG/OURCALIFORNIA](http://WWW.COLLEGECAMPAIGN.ORG/OURCALIFORNIA)**





## ACKNOWLEDGMENTS

The data that underlie the grades in this report card were produced by the National Center for Higher Education Management Systems (NCHEMS) in a background paper entitled, "Grading Educational Attainment Improvement in California – Progress to 60X30." The primary authors of the background paper are Brian Prescott, Vice President of NCHEMS and Sarah Torres Lugo, NCHEMS Research Assistant. The selection of categories and determination of metrics was guided by expert advice from Patrick Callan, Debbie Cochrane, William Doyle, Joni Finney, Hans Johnson, David Longanecker, and Nancy Shulock. The Campaign for College Opportunity staff contributing to the work were Michele Siqueiros, Audrey Dow and Allison Bell. NCHEMS staff contributing to the work were Rachel Christeson, John Clark, Patrick Kelly, and Dennis Jones.

To view "Grading Educational Attainment in California – Progress to 60X30," that includes a more detailed methodology of the grading in this report card, visit [www.collegecampaign.org/OurCalifornia](http://www.collegecampaign.org/OurCalifornia).



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**California deserves a Governor who will dream with us and for us.**

**Join Us**

**[www.collegecampaign.org/OurCalifornia](http://www.collegecampaign.org/OurCalifornia)**